



GRAND CANYON  
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**Community Teaching Work Plan Proposal**

Student's name

Institutional affiliation

Course

Instructor's name

Date

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Student: Submitted to Grand Canyon University

**Community Teaching Work Plan Proposal**

**Planning and Topic**

**Directions:** Develop an educational series proposal for your community using one of the following four topics:

1. Bioterrorism/Disaster
2. Environmental Issues
3. Primary Prevention/Health Promotion
4. Secondary Prevention/Screenings for a Vulnerable Population

#### Planning Before Teaching:

|                                              |                              |
|----------------------------------------------|------------------------------|
| <u>Name and Credentials of Teacher:</u>      |                              |
| <u>Estimated Time Teaching Will Last:</u>    | <u>Location of Teaching:</u> |
| 30 days                                      | Junior Highschool            |
| <u>Supplies, Material, Equipment Needed:</u> | <u>Estimated Cost:</u>       |
| Pamphlet                                     | \$40.00                      |
| <u>Community and Target Aggregate:</u>       |                              |
| Teenage boys and girls                       |                              |
| <u>Topic:</u>                                |                              |
| HIV/AIDS PREVENTION AND EDUCATION            |                              |

#### Identification of Focus for Community Teaching (Topic Selection):

HIV/AIDS PREVENTION AND EDUCATION

#### Epidemiological Rationale for Topic (Statistics Related to Topic):

In the United States, adolescents aged 13 to 24 years old accounted for 21% of new HIV

infections in 2018. Teenage boys made up 88% of those who received a new HIV test, while young women made up 12%. Getting tested for HIV is a vital step toward protection, but high school students' testing rates are still low. Only 9% of high school students in the United States have ever been tested for HIV. Looking at these statistics, it is essential to note that there is a need to upscale sensitization and education among the teenage majority in the country on HIV and AIDS and the preventive measure.

#### Teaching Plan Criteria

Your teaching plan will be graded based on its effectiveness and relevance to the population selected. This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

#### Nursing Diagnosis:

HIV & AIDS has continued to be the leading cause of death in the world. Education and information on the factors that increase the risk of contracting the disease are one of critical steps to reducing the spread through prevention. Currently, the information available to teenagers in junior schools is not enough. It requires a concerted effort by all the stakeholders to ensure they are aware of the techniques that could prevent them from acquiring the disease.

Readiness for Learning: Identify the factors that would indicate the readiness to learn for the target aggregate. Include emotional and experiential readiness to learn.

Targeting junior high schools throughout the country will increase the number of targeted

majority (most, usually) wh... majority → most

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Possible typo: Your → You're

currently: Currently → Now

verb acquire (get, develop): acquiring → get

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students. It would be more viable to target students in school because first, the environment around the school is conducive for learning, which increases the chances that the students will understand the information given to them. Psychologically, teenagers are at the adolescent stage, which means they are highly interested in listening to sexual matters, which will ensure they are attentive to the information given.

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**Learning Theory to Be Utilized:** Explain how the theory will be applied.

The learning theory that I would wish to utilize in this process is behaviorist learning theory. In this theory, the incorporation of rewards and punishment in the learning process increases the chances of individuals learning and remembering what they have learned (Lina, 2020). I intend to showcase the vivid effect of an individual suffering from HIV and AIDS and the kind of health and psychological trauma they undergo due to the infection and assure them that they do not adhere to the prevention.

**Goal:** Healthy People 2020 (HP2020) objective(s) utilized as the goal for the teaching. Include the appropriate objective number and rationale for using the selected HP2020 objective (use at least one objective from one of the 24 focus areas). If an HP2020 objective does not support your teaching, explain how your teaching applies to one of the two overarching HP2020 goals.

The Healthy People 2020 objective that I would be achieved through the sensitization programs is longer lives free of preventable disease (People, 2020). HIV & AIDS is a dangerous disease, but it is also preventable by individuals being educated on ways to ensure they don't contract the virus.

**How Does This HP2020 Objective Relate to Alma Ata's Health for All Global Initiatives**

The Alma-Ata declaration which was adopted in 1978 during the International Conference on Primary Health Care. The declaration sought to promote primary healthcare to all people in the world. This teaching will seek to ensure that teenagers adopt a preventive measure towards HIV and AIDS which will help reduce the number of people seeking hospitalized care due to AIDS in the future.

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**Develop Behavioral Objectives (Including Domains), Content, and Strategies/Methods:**

|                                                                                                                                                              |                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Behavioral Objective and Domain</b><br>Example – Third-grade students will name one healthy food group by the end of the presentation. (Cognitive Domain) | <b>Content</b><br>Example – The food pyramid has (be specific)<br>five food groups which are...<br>Healthy foods from each group are...<br>Unhealthy foods containing a lot of sugar or fat are... | <b>Strategies/Methods</b><br>(label and describe)<br>Example – Interactive poster<br>After an explanation of the poster presentation of the food pyramid<br>and each food category, allow students to place pictures of foods on the correct spot on the pyramid. Also, have the class analyze what a cold had for lunch by putting food names on |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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|                                                                                                                                                                 |                                                                                                                                                              |                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                 |                                                                                                                                                              | the poster and discussing what food group still needs to be eaten throughout the day.                                   |
| 1.<br>After the lessons, students will be able to define HIV & AIDS.                                                                                            | 1. after the lesson, the student will be able to understand that HIV & AIDS attacks the human Immunity system leaving an individual susceptible to diseases. | 1. The strategy is to utilize posters and photos of HIV and AIDS-infected people and also use audio files for teaching. |
| 2.<br>The students will also be able to define the characteristics of HIV & AIDS patients.                                                                      | 2. Understanding this physical characteristic will ensure that they take preventive measures and help fight stigma.                                          | 2. The strategy is to utilize posters and photos of HIV and AIDS-infected people and also use audio files for teaching. |
| 3.<br>After the lesson, the students will be able to define HIV & AIDS preventive measures.                                                                     | 3. They will be able to distinguish between the behavioral-based preventive measures as well as the physical preventive measures.                            | 3. The strategy is to utilize posters and photos of HIV and AIDS-infected people and also use audio files for teaching. |
| 4.<br>After the lesson, the student will be able to understand the different medications available to prevent chances of contracting HIV & AIDS, such as PREPS. | 4. They will be able to understand that PREP medication is taken to reduce the risk of contracting the virus.                                                | 4. The strategy is to utilize posters and photos of HIV and AIDS-infected people and also use audio files for teaching. |

5

Checks that a sentence starts...: after → After

Three successive sentences begin with...: The

6

**Creativity:** How was creativity applied in the teaching methods/strategies?

Creativity is an essential element when it comes to teaching. Some of the creative teaching techniques employed in this process are the use of interactive videos, and bringing the volunteers who are suffering from the disease to come and narrate educate the teenagers.

Redundant phrase: Some of the → Some

**Planned Evaluation of Objectives (Outcome Evaluation):** Describe what you will measure for each objective and how.

1. Ability to define three HIV & AIDS preventive mechanisms. To evaluate the student's level of understanding, random questions will be asked to students randomly.
2. Ability to define the four methods through which HIV & AIDS can spread from one person to another; again, random questions will be posted to the students.

**Planned Evaluation of Goal:** Describe how and when you could evaluate the overall effectiveness of your teaching plan.

To evaluate the overall effectiveness of my teaching plan, I will conduct a question-and-answer session in which the students will be able to ask questions directly to their peer students and to me in the third week after commencing the process.

**Planned Evaluation of Lesson and Teacher (Process Evaluation):**

Evaluation for the teaching process and the teacher should be done on the third week of the teaching process.

**Barriers:** What are potential barriers that may arise during teaching, and how will those be handled?

Potential barriers to the effectiveness of my teachings could arise from the lack of funds and the busy schedules in the targeted schools. To avoid this, more time for planning on funds solicitation techniques and informing the school prior to ensuring there are plenty of ties to fix a teaching date.



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## Therapeutic Communication

### 4.2 Communicate therapeutically with patients.

When beginning my teaching presentation, I will introduce my name and narrate a captivating story that will ensure every person is attentive to what I am teaching. To ensure that the students are listening, it is essential to randomly pose questions to different students in the class and give the students the chance to interact and ask their questions at any moment they feel. To close the presentation, I would ask the students to ask some questions that will gauge their understanding level.

#### References

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